This is a sample syllabus for HUM2020. Students should reference the section syllabus provided at the beginning of the semester for specifics regarding assignments and grade assignments.
HUM 2020 - THE ART OF BEING HUMAN:
EXAMINING THE HUMAN CONDITION THROUGH LITERATURE,
ART, AND FILM

LOCATION: TBA
COURSE MEETING TIMES: TBA

Instructors:

Office Hours: Please Make an Appointment
TBA

Texts:

Course Description:
This course offers an introduction to the thought, literature, and arts of Western culture from Antiquity to the Present Day.

Beginning with the contemplation of the Book of Job, students will become acquainted with a variety of ways human beings have searched for meaning. In this course, students will gain an overview of the development of Western culture from Antiquity to the present as it is expressed through the arts (painting, sculpture, architecture, literature, music, film and the performing arts), and especially through literature. Students will study and analyze a variety of texts (either as excerpts or full text) of the Western world along the lines of: The Epic of Gilgamesh, Iliad, Oedipus Rex, Aeneid, Song of Roland, Beowulf, Inferno, Hamlet, Frankenstein, The Death of Ivan Ilyich, The Metamorphosis, and works by selected Western poets. From the earliest examples of Roman and Greek art, this course introduces students to the cultural and artistic movements of the Gothic, Renaissance, Baroque, Enlightenment, Rococo, Neoclassical, Romantic, Realist, Impressionist, Modernist, and Post-Modern, to the present day. This course examines the human condition through culture and the arts to better understand how the humanities are interconnected. The chief goal and focus of this course is to show how the past forms the basis of Western present-day values, artistic expression, and institutions.

This course has been approved for the Liberal Studies For the 21st Century Competencies requirements, and thus is designed to help you:
• become a thoughtful patron of and participant in Cultural Practice.

Course Objectives:
This course is designed to enable the student to meet the requirements of Cultural Practice:
1.) by articulating the process of producing a work, from initial plan, to critique, revision and completion – to be accomplished by the Capstone Paper;
2.) by critiquing existing applications of scholarship in order to learn from past success and failures – to be accomplished by Essay 1
3.) by comparing and interpreting a variety of intellectual and/or artistic works within their cultural milieu(x) – to be accomplished by the Midterm Essay
4.) by creating a cultural artifact – to be accomplished by writing a canto for either the Iliad or Inferno, or by writing an alternative ending to Frankenstein.

This course is designed to also enable students to:
1.) Explain the characteristics of Greek and Roman culture, the Gothic, Renaissance, Baroque, Enlightenment, Rococo, Neoclassical, Romantic, Realist, Naturalist, Impressionist, Modernist and Post-Modern;
2.) Analyze the major debates and paradigm shifts of the cultural period;
3.) Assess main literary and visual texts of the period in an integrated fashion;
4.) Explain the ideas of distinguished scholars in the field and apply them to the analysis of texts.

I. CULTURAL PRACTICE:
1.) This course has been approved as meeting the Liberal Studies requirements for Cultural Practice and thus is designed to help you become a thoughtful patron of and participant in cultural practice. The student will accomplish this by comparing and interpreting a variety of intellectual and/or artistic works within their cultural milieu(x). The student will also compare, interpret and examine model cultural artifacts that function as widely varied reflections of human perspectives and/or practices. This will be accomplished through 3 essays considering different topics pertinent to the purpose of the course and as approved by the instructor, and by creating a cultural artifact, specifically writing a canto for either the Iliad or Inferno, or by writing an alternative ending to Frankenstein.

Thoughtful Patron of and Participant in Cultural Practice Rubric

<table>
<thead>
<tr>
<th>Competency 1 (C1)</th>
<th>students will be able to…</th>
<th>Subscore: ____________</th>
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<tr>
<td></td>
<td>Compare, interpret a variety of intellectual and/or artistic works within their cultural milieu(x).</td>
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| Competency 2 (C2) | Compare, interpret, and create or model cultural artifacts that function as widely varied reflections of human perspective and/or practices. | Subscore: ____________ |

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<tr>
<th>Knowledge of Cultural Self (C1,C2)</th>
<th>Articulate insights into own cultural practices and biases, demonstrates awareness of how his/her experiences have shaped this perspective, and how to recognize and sensitively respond to cultural biases.</th>
<th>Score (1 through 4)</th>
<th>Comments</th>
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<tr>
<td>Knowledge of Cultural Perspective/Frameworks (C2)</td>
<td>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values.</td>
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<td>Empathy (C2)</td>
<td>Interprets intercultural experience from the perspective of more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</td>
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<tr>
<td>Cultural Communication: Verbal and Nonverbal (C2)</td>
<td>Articulates a complex understanding of cultural differences in a verbal and nonverbal communication and is able to skillfully negotiate a shared understanding based on those differences.</td>
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<tr>
<td>Curiosity (C1)</td>
<td>Asks complex questions about other cultures in order to compare and interpret a variety of intellectual and or artistic works within their cultural milieu(x), seeks out and articulates answers to those questions that reflect multiple cultural perspectives.</td>
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<tr>
<td>Openness (C1)</td>
<td>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different ones.</td>
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1. HUM 2020 “Comparative Essay” for Cultural Practice C1: Essay. Instructions, Guidelines and Rubric: To fulfill the requirements of CULTURAL PRACTICE (specifically, Competency 1 of Cultural Practice), students will write a comparative Midterm Essay that they will submit separately from the exam itself. This essay requires students to compare and interpret a variety of intellectual and/or artistic works within their cultural milieu (CP-C1).  

2. HUM 2020 “Cultural Artifact” for Cultural Practice C2: “Compose a canto for either the Iliad, or Inferno; or compose an alternative ending for Frankenstein”. Instructions, Guidelines and Rubric: To fulfill the requirements of CULTURAL PRACTICE (specifically, Competency 2 of Cultural Practice), students will create a cultural artifact by writing a canto for either the Iliad, or Inferno; or composing an alternative ending for Frankenstein”. (CP-C2).

Summary of Student Responsibilities:
Read and study required reading assignments for each class meeting.
Come to class and take notes.
Complete one 500-word (or longer) Essay. Essay 1 requires students to critique existing applications of scholarship in order to learn from past success and failure.
Complete **Midterm Exam** (including 500 word Essay) Essay requires students to compare and interpret a variety of intellectual and/or artistic works within their cultural milieu.

Complete **Final Exam**.
Take weekly **Quizzes** on the readings assigned.
Complete and submit the **Capstone Outline** – requires students to select, critically evaluate and apply relevant areas of scholarship and then articulate the process of producing a work from initial plan, to critique, revision and completion.
Complete and submit 1,500-2,000 -words **Capstone Paper**
Complete and present a **Cultural Artifact** by writing a Canto for either the *Iliad* or *Inferno* OR compose an alternative ending of *Frankenstein*.

**Assessments:**
- Capstone Paper: 1,500 words minimum (20%)
- Midterm Exam and Essay: 500 words minimum (20%)
- Final Exam: 20%
- Essay 1: 500 words minimum (10%)
- Quizzes: 15%
- Capstone Outline: 5%
- Cultural Artifact: 5%
- Classroom Participation: 5%

**Grade Calculation:** Grades will be determined using the following formula:
- **5%** — Write a Canto for either the *Iliad* or *Inferno* OR compose an alternative ending of *Frankenstein*. To fulfill one of the requirements of CULTURAL PRACTICE students will create a cultural artifact by writing a Canto for either the *Iliad* or *Inferno* or compose an alternative ending of *Frankenstein* (CP-C2).
- **15%** — Weekly Quizzes. There will be a weekly quiz in which students will respond to the reading assignments for that week. Missed quizzes cannot be made up without a valid excuse.
- **10%** — Essay 1: 500 words, minimum. Essay 1 requires students to critique existing applications of scholarship in order to learn from past success and failure
- **20%** — Midterm Exam (including 500 word Essay). There will be a Midterm before the seventh week of class, the format of which will consist of Short Answer questions and Identifications. There will also be a Midterm Essay that students will submit separately from the exam itself. This essay requires students to compare and interpret a variety of intellectual and/or artistic works within their cultural milieu (CP-C1).
- **5%** — Capstone Outline: 500 words. This assignment requires students to select, critically evaluate and apply relevant areas of scholarship.
- **20%** — Capstone Paper: 1,500 words (minimum). Students will write a final essay of 1,500 words or more on your choice of topic as approved, using three outside secondary sources (i.e. works of scholarship) that will be available to you through FSU Libraries.
- **20%** — Final Exam. There will be a Final Exam in this class, the format of which will consist of Short Answer questions, Identifications and an Essay.
- **5%** — Classroom Participation

**Grading Scale:** 93-100 A; 90-93 A-; 87-89 B+; 83-86 B; 80-82 B-; 77-79 C+; 73-76 C; 70-72 C-; 67-69 D+; 63-66 D; 60-62 D-; 59 and below F
**Criteria for Evaluation:** “A” Course requirements fulfilled. Material handled cogently and reflectively and characterized by creative insights; “B” Course requirements fulfilled. Material handled cogently and reflectively; “C” Course requirements fulfilled. Adequate understanding of material demonstrated; “D” Work submitted but poorly prepared, reflecting inadequate effort; “F” Irresponsible behavior, work not submitted or not seriously attempted. Plus/minus grades will be used to accommodate individual student achievement.

### COURSE SCHEDULE:

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<tr>
<th>WEEK</th>
<th>TOPICS TO BE COVERED</th>
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<tr>
<td>1</td>
<td><strong>Introduction to the Class; The Book of Job; Is Life Innately Meaningful, and Does Suffering Matter? The Human Response to Suffering Is a Choice; Is Life Made Meaningful by the Choices We Make?</strong></td>
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<td>2</td>
<td><strong>The Epic of Gilgamesh; Is Life Made Meaningful by Human Relationships and Making a Lasting Contribution to One’s City?</strong></td>
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<td>3</td>
<td><strong>Homer’s Iliad, Warrior Vase, Lion Gate, Grave Stelai &amp; Kouros, Olympic Games: Is Life Made Meaningful by Doing One’s Best (Showing Areté in War)?</strong></td>
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<td>4</td>
<td><strong>Classical Greece: The Triumph of Democracy and Art in Athens: Birth of Humanism; Oedipus Rex, Parthenon: Is Life Made Meaningful by Doing One’s Best (Showing Areté in Athletics, Oratory, Music, Dance, and Logical Reasoning) and By How One Reacts to Suffering? Oedipus Rex, Parthenon, &amp; Olympic Games’</strong>. <strong>Iliad Cultural Artifact Due</strong></td>
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<tr>
<td>5</td>
<td><strong>Roman Culture; The Aeneid of Virgil: Is Life Made Meaningful by Doing One’s Duty? Essay 1 Due</strong></td>
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<td>6</td>
<td><strong>Medievalism: Song of Roland, Bayeux Tapestry, Beowulf: Is Life Made Meaningful by Overcoming Adversity But in Also Understanding the Fragility of Life?</strong></td>
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<td>7</td>
<td><strong>Gothic to Renaissance: Architecture, Dante’s Inferno, Boccaccio’s Decameron, Botticelli: Is Life Made Meaningful Through a New Humanism Inclusive of Science, Naturalism, Moral Philosophy and Religion? Midterm Exam</strong></td>
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<td>9</td>
<td><strong>Reformation and Counter-Reformation: Luther, the Printing Press, Henry VIII, Shakespeare’s Hamlet, Correggio, Titian: Is Life Made Meaningful Through Living What You Believe (even if it brings you into conflict)?</strong></td>
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<tr>
<td>10</td>
<td><strong>Baroque: Bernini, Caravaggio, Artemisia Gentileschi, Rembrandt, Diego Velasquez: Is Life Made Meaningful Through Emotion, Sensuality, and Feeling as Expressed in Art Through the Use of Light and Dark?</strong></td>
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12 ROMANTICISM AND REALISM: FRANKENSTEIN, TURNER, CONSTABLE, FRIEDRICH, GROS, GOYA, BEETHOVEN, GISSELLE, DICKENS, GERICAULT, DELACROIX, DARWIN: IS LIFE MADE MEANINGFUL THROUGH DISCOVERY, BOTH PHYSICAL AND PSYCHOLOGICAL?


14 ART NOUVEAU, POST IMPRESSIONISM, THE PERFORMING ARTS AND CINEMA: THE METAMORPHOSIS, SEURAT, VAN GOGH, DEBUSSY, GAUGUIN, PICASSO: IS LIFE MADE MEANINGFUL BY NEW MODES OF EXPRESSION. CAPSTONE PAPER DUE

15 THE WORLD POST WAR: WWI, INTER-WAR PERIOD, WWII, COLD WAR: GUERNICA, GESSED, DALI, STRAVINSKY, WOOLF, FITZGERALD, FAULKNER: IS LIFE INNATELY MEANINGFUL, AND DOES SUFFERING MATTER? IS LIFE MADE MEANINGFUL BY THE CHOICES WE MAKE?

Exam Week

SafeAssign or Turnitin:
All writing assignments will be submitted to Safe-Assign.com or Turnitin. All work must be original to you and done for the first time this semester for this class.

Late Work:
Late work is not accepted without a really valid reason. However, if you experience a crisis and turn in an assignment late, it will receive a 10% penalty for every 48 hours it is late.

Classroom Participation:
Learning is by classroom discussion and students are expected to be full partners in this process.

Attendance Policy:
A student may miss two (2) classes (a week of classes) without penalty unless absences are excused. Use your absences wisely. After three (3) or more days missed classes your grade is reduced by one stage, e.g., B- → C+. After five (5) or more missed classes your grade is reduced by one additional stage, e.g., B- → C. After nine (9) or more missed classes the university guide lines stipulates that the student will receive an F for the course.

Important Student Guidelines:
• Again, students are expected to be PRESENT, PREPARED and ON TIME for all classes. Coming in Late and Leaving Early: If students make a habit of coming in late I will begin to count them against your absences (2 for 1). Our class meets for only an hour and fifteen minutes, so if you’re ever more than fifteen minutes late you will be counted as absent. If you have special circumstances, please see me. Likewise, you should stay for the entire class. If you leave more than fifteen minutes early, you will also be counted as absent. If there is an emergency in this regard, please see me and we will discuss it.
• **Phones:** Please make sure your phones are turned off – not vibrate. **DO NOT** text message. You will be counted absent if you do (I can see you!!). **This is your only warning.**

• **Laptops and tablets:** **Do not** use your laptops or other devices for other work or internet use. **Do NOT** wear any listening devices (except hearing aids). You must sit in the front, center, of the classroom if you wish to use a laptop or tablet. If it appears you are doing other work or texting, you may be asked to leave, but certainly will be counted as absent for that day. **This is your only warning.** I reserve the right to look at your typed notes and ban all devices.

**Contacting Me:**
I check my e-mail messages regularly. This is the easiest way to contact me: kcashin@fsu.edu. **Always put your class section in the subject line, and always sign your e-mails.** If my office hours don’t work for your schedule, I’m happy to schedule another time. If you email me, follow proper email etiquette and maintain a respectful tone. Please use complete and correct sentences.

**UNIVERSITY ATTENDANCE POLICY:**
Excused absences include documented illness, deaths in the family, and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**ACADEMIC HONOR POLICY:**
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “…be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at [http://fda.fsu.edu/Academics/Academic-Honor-Policy](http://fda.fsu.edu/Academics/Academic-Honor-Policy))

**AMERICANS with DISABILITIES ACT:**
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) sdr@admin.fsu.edu [http://www.disabilitycenter.fsu.edu](http://www.disabilitycenter.fsu.edu)

**Free Tutoring from FSU:**
On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options at [http://ace.fsu.edu/tutoring](http://ace.fsu.edu/tutoring) or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

**SYLLABUS CHANGE POLICY:**
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
SEXUAL HARRASSMENT POLICY:
It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form.  http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm

STUDENT ELIGIBILITY FOR AN INCOMPLETE GRADE:
Incomplete ("I") grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

LIBERAL STUDIES FOR THE 21ST CENTURY:
The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience. This course is designed to help you become an interdisciplinary and flexible thinker; a lifelong learner; and a team builder. In addition, this course has been approved for the Liberal Studies disciplinary requirement of
  • become a thoughtful patron of and participant in Cultural Practice.

CULTURAL PRACTICE:
This course has been approved as meeting the Liberal Studies requirements and thus is designed to help you become a thoughtful patron of and participant in cultural practice. The student will accomplish this by comparing and interpreting a variety of intellectual and/or artistic works within their cultural milieu(x). The student will also compare, interpret and examine model cultural artifacts that function as widely varied reflections of human perspectives and/or practices. This will be accomplished through 1 comparative essay and creating a cultural artifact associated with a film shown in class.

Cheating and Plagiarism:
Below is a sample of Academic Honor Violations outlined in FSU’s Academic Honor Policy:

• Plagiarism - Using another’s work from print, web, or other sources without acknowledging the source; quoting from a source without citation; using facts, figures, graphs, charts or information without acknowledgement of the source.

• Cheating - Copying from another student’s paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes or other devices (e.g., calculators, cell phones, or computers) when these are not authorized; procuring without authorization a copy of or information about an examination before the scheduled exercise; unauthorized collaboration on exams.

• Unauthorized Group Work - Working with another person or persons on any activity that is intended to be individual work, where such collaboration has not been specifically authorized by the instructor.

• Multiple Submission - Submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work.